

**THE INFLUENCE OF USING ROTATING TRIO EXCHANGE
(RTE) TECHNIQUE TOWARDS STUDENTS' SPEAKING
ABILITY AT THE FIRST SEMESTER OF ELEVENTH
GRADE OF MAI MATHLA'UL ANWAR
CINTAMULYA IN THE ACADEMIC
YEAR OF 2019/2020**

A Thesis

Submitted as a partial fulfillment of
Requirements for S-1 Degree

By

SITI BADRIYATUL MUNAWAROH
NPM. 1511040341

Study program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2019**

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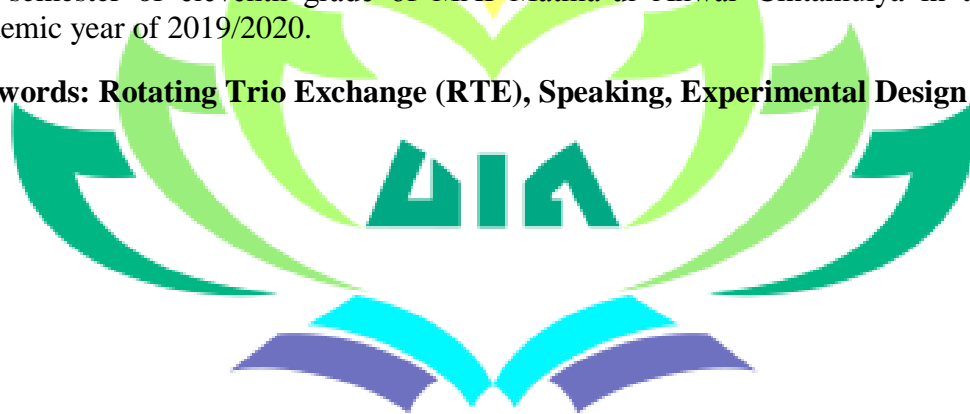
Co-Advisor : Satria Adi Pradana, M.Pd.

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2019**

ABSTRACT

Many students considered that vocabulary, grammar, and pronunciation were problems in speaking English. Furthermore, the students' score of speaking ability was below the criteria of minimum mastery (KKM) at MAI Mathla'ul Anwar Cintamulya. The objective of this research was to know whether there was an influence of using rotating trio exchange (RTE) technique towards students' speaking ability at the first semester of the eleventh grade of MAI Mathla'ul Anwar Cintamulya in the academic year of 2019/2020. It was an experimental design conducting pre-test and post-test for control and experimental class. The population consisted of eleventh grade students distributed over four classes. Two classes were chosen randomly to represent the sample they were XI MIA 1 as an experimental class and XI MIA 2 as a control class. In collecting the data, an interview was used and an oral test was conducted to measure the students' score of speaking ability. The data was analysed by using independent t-test. Based on the analysis on the data and the testing of hypothesis, it was found the result that was sig. (2-tailed) = 0.055 and $\alpha = 0.05$ where if sig. (2-tailed) > $\alpha = 0.05$ it means that H_0 was accepted. Therefore, there was no significant influence of using rotating trio exchange (RTE) technique towards students' speaking ability at the first semester of eleventh grade of MAI Mathla'ul Anwar Cintamulya in the academic year of 2019/2020.

Keywords: Rotating Trio Exchange (RTE), Speaking, Experimental Design





**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Letkol Endro Suratmin Sukaramè Bandar Lampung Telp. (0721)703289

APPROVAL

Title : The Influence of Using Rotating Trio Exchange (RTE) Technique towards Students' Speaking Ability at the First Semester of Eleventh Grade of MAI Mathla'ul Anwar Cintamulya in the Academic Year of 2019/2020

Student's name : Siti Badriyatul Munawaroh
Student's number : 1511040341
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

**Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic
University, Lampung**

Advisor

Co-advisor

Dr. Melinda Roza, M.Pd
NIP. 197301272005012003

Satria Adi Pradana, M.Pd
NIP. 198602182015031005

**The Chairperson of
English Education Study Program**

Meisuri, M.Pd.
NIP. 198005152003122004



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIIYAH DAN KEGURUAN**

Alamat: Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

ADMISSION

A Thesis entitled: **“THE INFLUENCE OF USING ROTATING TRIO EXCHANGE (RTE) TECHNIQUE TOWARDS STUDENTS’ SPEAKING ABILITY AT THE FIRST SEMESTER OF ELEVENTH GRADE OF MAI MATHLA’UL ANWAR CINTAMULYA IN THE ACADEMIC YEAR OF 2019/2020”**, by: **SITI BADRIYATUL MUNAWAROH, NPM: 1511040341**,
Study Program: English Education, was tested and defended in the examination session held on: **Wednesday, December 18th 2019**.

Board of Examiners:

The Chairperson : Dr. M. Muhassin, M.Hum

(.....)

The Secretary : Dian Reftyawati, M.Pd

(.....)

The Primary Examiner: Fithrah Auliya A, M.Hum

(.....)

The 1st Co-Examiner : Dr. Melinda Roza, M.Pd

(.....)

The 2nd Co-Examiner : Satria Adi Pradana, M.Pd

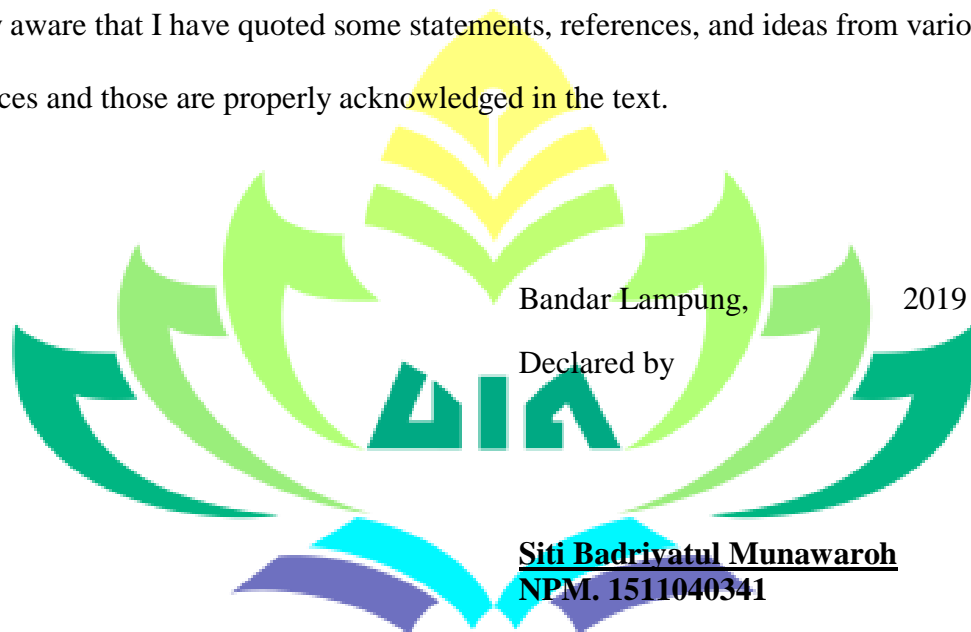
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**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hikmah NURVA DIANA, M.Pd
NIP. 196408281988032002

DECLARATION

I hereby state that this thesis entitled: **THE INFLUENCE OF USING ROTATING TRIO EXCHANGE (RTE) TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF MAI MATHLA'UL ANWAR CINTAMULYA IN THE ACADEMIC YEAR OF 2019/2020** is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.



MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿١﴾

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ

وَلْيَقُولُوا قَوْلًا سَدِيدًا ﴿٢﴾

“And let those [executors and guardians] fear [injustice] as if they [themselves] had left weak offspring behind and feared for them. So let them fear Allah and speak words of appropriate justice.” (An-Nisa: 9)¹

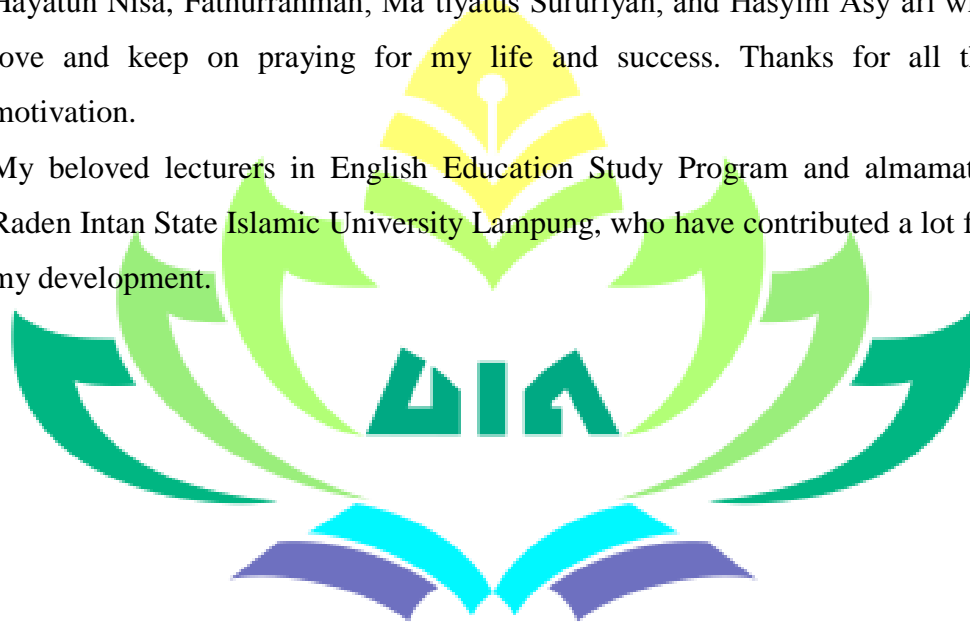


¹ The Noble Qur'an, *An-Nisa*: 9, 2016, available on <https://quran.com/33> accessed on Tuesday, 19th, November 2019

DEDICATION

From the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Hasbullah (alm) and Murtafi'ah who always love me and keep me on praying for my life and success. Thanks for all the motivation. I love you forever.
3. My beloved sisters and brothers, Siti Fatimah, Siti Sofiyah, Nur Kholis, Hayatun Nisa, Fathurrahman, Ma'tiyatus Sururiyah, and Hasyim Asy'ari who love and keep on praying for my life and success. Thanks for all the motivation.
4. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who have contributed a lot for my development.



CURRICULUM VITAE

Siti Badriyatul Munawaroh was born in South Lampung on August 17th, 1995. She is the eighth child of eight children of lovely couple the late father Hasbullah and Murtafi'ah. She has three brothers and four sisters, their names are Siti Fatimah, Siti Sofiyah, Nur Kholis, Hayatun Nisa, Tuti Rohayah, Fathurrahman and Hasyim Asy'ari.

She accomplished her formal education at elementary school of SDN 03 Cintamulya, Candipuro, South Lampung and finished in 2007. Then she continued her school at Junior High School at Al-Nahdlah Islamic Boarding School, Depok, West Java from 2007 and finished in 2010. Then she continued again at Senior High School at MAI Cintamulya, Candipuro, South Lampung and she studied in Hidayatul Muftadi-ien Islamic Boarding School Sindang Ayu, Candipuro, South Lampung. During her study in Hidayatul Muftadi-ien, she joined Musabaqah Qiraatul Kutub IV in Lombok, NTB and Musabaqah Qira'atul Kutub V in Jambi. Then, in 2015 she decided to continue her education in the State Islamic University of Lampung (UIN) as the student of English Education Study Program of Tarbiyah and Teacher Training Faculty.

During her study in UIN Raden Intan Lampung, she lived as student in Ma'had Al-jami'ah UIN Raden Intan Lampung. She was a manager of Language Division in Ma'had Al-jami'ah in 2017. Then she continued to be a coordinator of Language Division there. She joined some organizations during her study in UIN, they are UKM-F Rumah Da'I, UKM Bahasa, and ESA (English Student Association) in her faculty.

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This thesis is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students' partial fulfillment of requirement to obtain S1-degree.

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Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

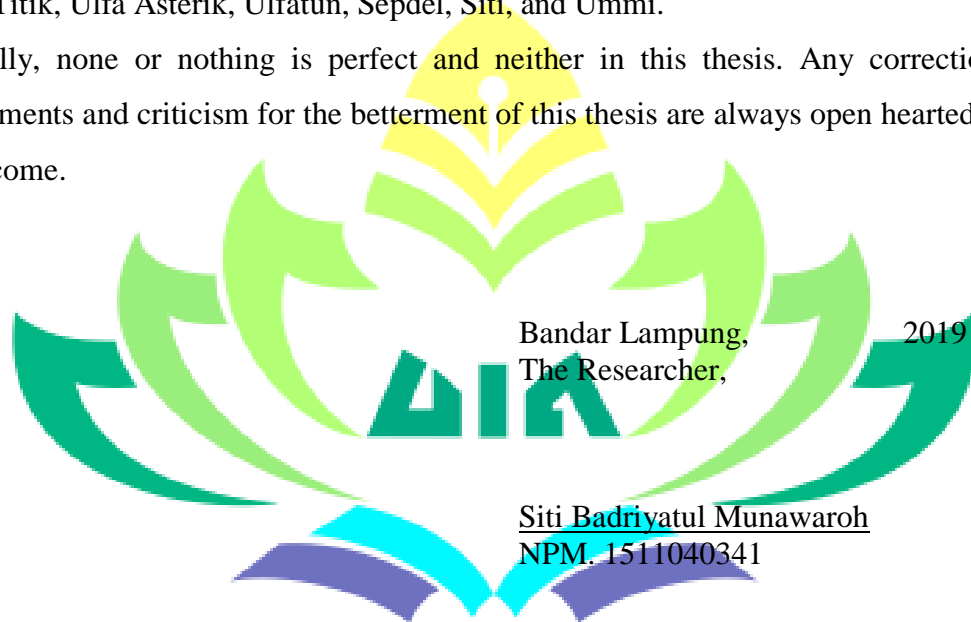


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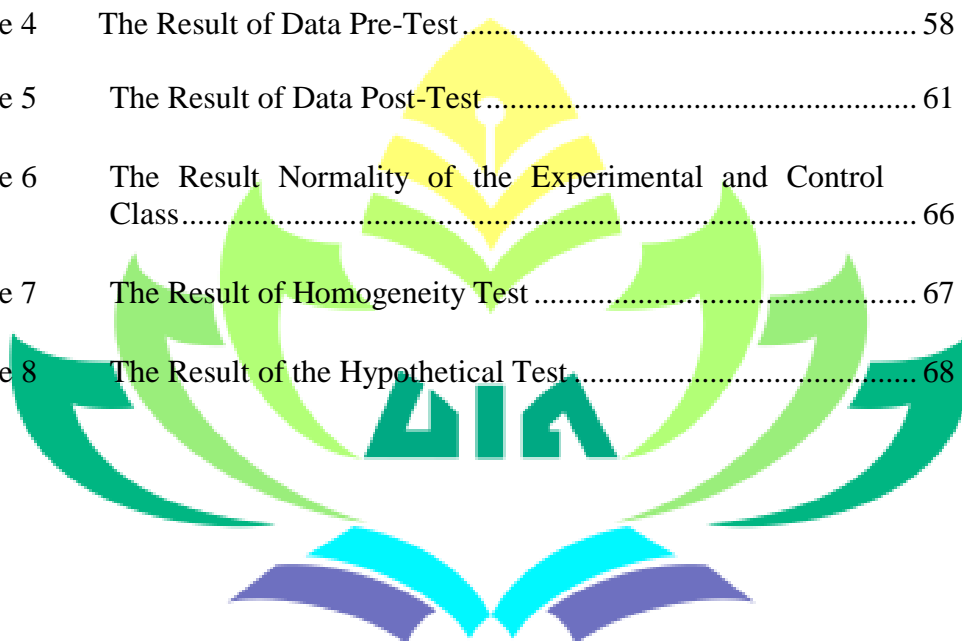
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language teaching consists of four skills. It comprises of listening, speaking, reading and writing. Language generated by the learners (in either speech or writing) is considered productive, and language directed at the learners (in reading or listening) is known as receptive language.² Furthermore, speaking and writing constitute two language skills that produced by the learners. Speaking defines producing words on speaking and writing defines producing words on writing. Besides, reading and listening constitutes language ability to receive a language. Reading defines getting a meaning from a written language and listening defines getting a meaning from an oral language. Thus, language is produced by producing and receiving a language.

One of language skills that should be learnt is speaking as a producing language. As Allah said in the holy Qur'an (Al-Ahzab: 70):

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

O you who have believed, fear Allah and speak words of appropriate justice.³

²Kathleen Bailey, *Practical English Language Teaching Speaking* (New York: McGraw-Hill, 2015), p. 2.

³The Noble Qur'an, *Al-Ahzab: 70*, 2016, available on <https://quran.com/33> accessed on Thursday 27th, June 2019.

Based on the verse above, Allah said that we must speak well and right as well as we are a faithful human being. Allah SWT commands us to be faithful while speaking well and right to the others. Then, to be a good speaker we have to learn it. Moreover, learning speaking shows one of important things as well as we are a human being.

In addition, speaking consists of producing systematic verbal utterances to convey meaning.⁴ Verbal utterance composes some words that we express them through a speech. Moreover, they express our feeling and thinking through oral language. On the other hand, if they are expressed through a sign language, they do not include here. Also they ought to have a meaning. If they do not generate a meaning, they would not be a speaking; they only form sounds without any understanding. Speaking aims for extending comprehension of verbal utterance. Therefore, speaking is sound-producing to give an understanding.

Practically, all speaking involves two very different skills, *constructing* the talk and *delivering* the talk.⁵ That is before speaking, the first thing to be considered is constructing the talk. It means that getting idea becomes a basis in speaking. If the students do not have any idea, so what will they tell? They will get stuck and they will not speak anymore. After getting ideas, the students will be easy to speak and enjoy it. Sometimes, most of students have many ideas to be delivered but they cannot express them, so that, speaking is all about practice. While practicing, the students unconsciously express and

⁴ Kathleen Bailey, *Practical English Language....*, p. 2

⁵ Erik Palmer, *Teaching the Core Skills of Listening and Speaking* (Alexandria: ASCD, 2014), P. 114.

tell what is in their minds then they will speak well. Thus, the first thing to be considered in speaking is getting an idea before expressing it.

Additionally, English is really a foreign language for language learners in Indonesia.⁶ The students only learn English in the school or course place. They do not use it in their daily language, so they cannot speak English well. Most students consider that speaking is difficult. They do not want to speak English because they are afraid getting a mistake. Even, they cannot speak English because they do not know what they say in English. It indicates that they have problems to translate vocabularies. Besides, they think that speaking English must use grammatical structure well, so they feel embarrassed to speak English due to their mistake. As well, they have some troubles in learning grammar. On the other hand, English written and English spoken is different, so they are confused to learn and speak English. Finally, most of the students feel embarrassed to make a mistake in speaking English.

Meanwhile, in speaking class the students need to practice the language by speaking performance.⁷ In addition, performance is one ways to practice speaking in real situation. The students can apply the theory based on their background knowledge. The implementation of theory in real situation gives the students chance to demonstrate their own idea. Besides, it is a big chance to train the students to be confident in speaking English. As well

⁶ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 22.

⁷ Yuli Astuti Hasanah, *Enhancing the Speaking Performance of Efl College Students through Video Projects*, Jurnal Tadris Bahasa Inggris Vol 12 (1) 2019, 1-10, available on <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/4425/2904>, accessed on Tuesday 19th, November 2019, p. 3.

speaking is a productive language, performance is the reflection of words production. Therefore, performance is the way to practice language.

Students need regular opportunities to talk and use academic vocabulary and discourse to make concepts their own and to internalize the new ways of expressing ideas.⁸ Furthermore, students' speaking skill must be practiced in order, so they will speak well. Otherwise, speaking is one of the hardest skills. As well as, they get some difficulties because they have problems to translate vocabularies. Even, they cannot express their idea. Getting stuck in the middle of conversation is usually done by them as they are foreign language learners. The fundamental difficulty is vocabulary, even if we talk about pronunciation and grammar. They face some difficulties toward their speaking. In short, students' troubles to be proficient in speaking are generating an idea and vocabulary so they have to be trained in order. This problem occurs in MAI Mathla'ul Anwar Cintamulya.

Conducting the preliminary research at the eleventh grade of MAI Mathla'ul Anwar Cintamulya by interviewing the English teacher, the teacher said that the students had some weaknesses on speaking such as pronunciation, vocabulary and grammar. Then, the students had some issues in speaking because they were not accustomed to speak English. Some of the students felt embarrassed to express their idea or to speak in front of the class because they had problems to translate vocabularies.⁹

⁸ Dorit Sasson, *Speaking and Writing for English Language Learners (Collaborative Teaching for Greater Success with K-6)*, (Lanham: R&L Education, 2013), p. 24.

⁹Nurmawati, *an Interview with English Teacher of MAI Mathla'ul Nwar Cintamulya* on August 14th, 2019, Unpublished.

It indicated that the students whose vocabularies were low, they would get troubles to speak and they would feel embarrassed to the other students. However, the students were lack in grammar, they aversed to speak English because they felt anxiety to make mistakes in speaking. Even they were anxiety to speak in front of their friends or in the public space. Therefore, it caused them not wanting to try speaking English anymore. In brief, problems in translating vocabularies, pronouncing the words and using grammar caused the students did not want to learn and speak English. The score of students' speaking ability could be seen in table 1.¹⁰

Table 1
Students' Speaking Score of Eleventh Grade of MAI Mathla'ul Anwar Cintamulya
in the Academic Year of 2019/2020

| No. | Class | Score | | Total |
|-------------------|----------|------------|------------|--------------|
| | | < 75 | ≥75 | |
| 1 | XI MIA 1 | 15 | 9 | 24 |
| 2 | XI MIA 2 | 13 | 11 | 24 |
| 3 | XI IIS 1 | 14 | 8 | 22 |
| 4 | XI IIS 2 | 10 | 4 | 14 |
| Total | | 52 | 32 | 84 |
| Percentage | | 62% | 38% | 100 % |

Source: the data from English teacher of MAI Mathla'ul Anwar Cintamulya

From the table above, it could be seen that from 84 students of eleventh grade of MAI Mathla'ul Anwar Cintamulya, there were 52 students (62%) get speaking score under 75. Besides, the Criteria of Minimum Mastery (KKM) of speaking at MAI Mathla'ul Anwar Cintamulya is 75. It indicated that most of students faced some troubles in speaking English.

¹⁰Nurmawati, *The Teacher Documentation*, August 14th, 2019, Unpublished.

Meanwhile, based on the interview, most of the students faced some troubles in learning English. Indeed, the students found some issues in vocabulary. They could not generate their ideas and share their ideas because they had restrictive vocabularies. Grammatical error brought the students on reluctant speaking English. They were confused of the pronunciation of the words that they would speak.¹¹

Additionally, the explanation above told us that the students had problems to translate vocabularies. Furthermore, vocabulary guided the students to speak actively. It meant that more vocabularies they had more word they produced. Besides, the students faced some issues in vocabulary. They owned problems to translate vocabularies, so they could not speak English actively and properly as they could speak fluency. On the other hands, grammatical error made the students not to speak English confidently. Indeed, the students believed that speaking must be based on a grammar. Whereas, the core of speaking is practice, grammar is the next number of speaking, so the first thing to do before the students are able to use the grammar of English is practice.

Meanwhile, pronunciation was the next trouble of the students' speaking ability. They were confused in English word pronunciation. Actually, English written words and English spoken words are different. Then they assumed that speaking English was difficult because they had to know how the word is pronounced. They felt embarrassed if they pronounced the

¹¹ An Interview with The Eleventh Grade Students of MAI Mathla'ul Anwar Cintamulya, on August 14th, 2019, Unpublished.

erroneous pronunciation of words. As a result, the issues above constituted the students to be anxiety in speaking English, either in front of other students or in the public places.

By virtue of the problems above, in order to make the students enjoy speaking English was by forming a technique related to speaking. One of the ways were discussing with friends in a small group by an interesting technique. Instead, the students were afraid to speak English. They seldom practice speaking English. Meanwhile, discussion was one way for the students to practice English. As well they would enjoy speaking English in a small group. They would try to share their idea in a small group without any fears. In brief, a small group discussion would help the students to practice and enjoy speak English.

One of the techniques that could be applied in speaking is rotating trio exchange (RTE). It forms a learning technique which students can work together, help each other to learn information or skills. Rotating trio exchange (RTE) is an effective way to change pattern of learning process in the classroom.¹² Indeed, rotating trio exchange (RTE) gives the students chances to work in small group work. They learn to cooperate with friends. Then, they exchange information and learn each other. Moreover they can respect one another in their opinion. Changing class learning formation gives different

¹² Rahayu, et.al, "*Implementation Of Cooperative Learning Type Rotating Trio Exchange (RTE) In Social Studies*", *International Journal Of Advanced Research (IJAR)*, Indonesia: Elementary Education Study Program, University Of Jember, available on https://www.academia.edu/34827775/IMPLEMENTATION_OF_COOPERATIVE_LEARNING_TYPE_ROTATING_TRIO_EXCHANGE_RTE_IN_SOCIAL_STUDIES, accessed on Saturday 5th, June 2019.

environment in learning, so the students do not feel bored in the class. Therefore, rotating trio exchange (RTE) help students to work in group and cooperate with friends to exchange information.

Basically, Rotating Trio Exchange (RTE) as a technique in a small group work can foster collaborative skills and social skill and is therefore seen as an important part of developing pupils.¹³ In addition, different student has different mind and point of view, so in a small group students share their own. Then the students in the group will get a larger knowledge, it develops their knowledge. Students can work together in a group will gain their social skill. Specifically, each student listens the discussion while the other is sharing his/her point of view. In this case, the students learn how to appreciate other's point of view. Besides, the students learn how to be a solid team in discussing. One gives his/her own opinion or point of view and the other one adds more opinion to be a powerful statement. In brief, in a small group the student can develop their knowledge and their social skill.

Beside, in rotating trio exchange (RTE) the students can exchange the information. They do not only receive whatever teacher said and teach, but through rotating trio exchange (RTE) they can learn from other students. They will feel enjoy and pleasure learning in students environment because they feel confident to express their ideas. However, in learning speaking skill, rotating trio exchange (RTE) is more effective, because it involves the students to be active participant to convey information.

¹³ Daniel Muijis, David Reynolds, *Effective Teaching, Evidence and Practice (4th Ed)*, (London: SAGE Publication, 2018), p. 76.

Consequently, based on explanation above, speaking as a language production. It is one of the hardest skills to be learnt. Speaking proficiency can be earned by mastering vocabulary before pronunciation and grammar. Otherwise, based on the preliminary research at the eleventh grade of MAI Mathla'ul Anwar Cintamulya, most of the students lack them, so they get trouble to speak English fluently. Furthermore, practice is the best answer toward their speaking.

Rotating trio exchange (RTE) involves students to be active in speaking because it gives opportunities to express ideas confidently. They will rehearse to speak English in a small group, so their speaking ability will be better unconsciously. As a result, the research is done to know the influence of using rotating trio exchange (RTE) technique towards students' speaking ability at the eleventh grade of MAI Mathla'ul Anwar Cintamulya.

Meanwhile, related to that title, there were some researches that conducted rotating trio exchange (RTE) as a teaching learning technique. The first research is conducted by Setiadi. He as a previous researcher had conducted RTE technique in teaching reading by the title 'the effective of rotating trio exchange for teaching reading at the second year students of junior high school in purwokerto'.¹⁴ The second research was conducted by Firda Rizqi Bunga Pertiwi in students' reading achievement entitle 'the effectiveness of the application of rotating trio exchange technique towards

¹⁴ Sulung Nurohman Setiadi, *The Effective Of Rotating Trio Exchange For Teaching Reading At The Second Year Students Of Junior High School In Purwokerto*, (Unpublished Research, Universitas Muhammadiyah Purwokerto, 2016), available on <http://repository.ump.ac.id/1028/>, accessed on Wednesday, 5th January 2019.

students' reading achievement in elementary level'.¹⁵ The third research was conducted by Karlina entitles "the effectiveness of rotating trio exchange teaching model towards the students' vocabulary mastery."¹⁶

There were some differences between the previous research and the present research. In addition, the first previous research had been conducted in teaching reading at the second year students of junior high school in Purwokerto. On the other hands, the present research was conducted in teaching speaking at MAI Mathla'ul Anwar Cintamulya. The second research was conducted in students' reading achievement in elementary level, while the present research was conducted in speaking of senior high school students. The third research was conducted in students' vocabulary mastery. Meanwhile, the present research was conducted in speaking ability.

Meanwhile, based on the explanation above, the previous research did not find out the rotating trio exchange (RTE) technique in speaking ability. Therefore, the research would be conducted in the title the influence of using rotating trio exchange (RTE) technique towards students' speaking ability at the first semester of the eleventh grade of MAI Mathla'ul Anwar Cintamulya.

¹⁵ Firda Rizqi Bunga Pertiwi, *The Effectiveness of The Application of rotating trio Exchange Technique Towards Students' Reading Achievement In Elementary Level* ". (Unpublished Research, Universitas Panca Sakti tegal, 2013), available on <http://perpus.upstegal.ac.id/index.php?mod=opaq.koleksi.form&page=&barcode=1609502364>, Accessed on Monday, 01st April 2019.

¹⁶ Karlina, *the Effectiveness of Rotating Trio Exchange Teaching Model towards the Students' Vocabulary Mastery*, (unpublished Research, Universitas Panca Sakti Tegal, 2013), available on <http://perpus.upstegal.ac.id/index.php?mod=opaq.koleksi.form&page=&barcode=1609502364>, Accessed on Monday, 01st April 2019.

B. Identification of the Problem

Based on the background of the research above, the research was identified the problems as follows:

1. The students had problems to translate vocabularies.
2. The students got issues in English grammar.
3. The students faced some difficulties in English pronunciation.
4. The students faced anxieties to speak in front of the class.

C. Limitation of the problem

Based on the identifications above, the research focused on the influence of rotating trio exchange (RTE) technique towards students' speaking ability. This research would detect the influence of rotating trio exchange (RTE) technique towards students' speaking ability. In case, the research would be about expressing asking and giving opinion.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the research problem was formulated as follows: "Is there any influence of using rotating trio exchange (RTE) technique towards students' speaking ability at the first semester of the eleventh grade of MAI Mathla'ul Anwar Cintamulya in the academic year of 2019/2020".

E. Objectives of the Research

Based on the formulation of the problem, the objective of this research was to know whether there was an influence of using rotating trio exchange (RTE) technique towards students' speaking ability at the first semester of the eleventh grade of MAI Mathla'ul Anwar Cintamulya in the academic year of 2019/2020.

F. Significances of the Research

It was expected that the research able to have the following uses:

1. Theoretically, the results of this were expected to support the previous study and to be used as a reference for further research.
2. Practically, the results of the research could be used for English teacher as information to choose appropriate technique in teaching speaking.

G. Scope of the Research.

1. Subject of the Research

The subject of the research would be students at the first semester of the eleventh grade of MAI Mathla'ul Anwar Cintamulya in the academic year of 2019/2020.

2. Object of the Research

The object of the research would be the use of rotating trio exchange (RTE) technique towards students' speaking ability at the first semester of

the eleventh grade of MAI Mathla'ul Anwar Cintamulya in the academic year of 2019/2020.

3. Time of the Research

The research would be conducted at the first semester of the eleventh grade of MAI Mathla'ul Anwar Cintamulya in the academic year of 2019/2020

4. Place of the Research

The research would be conducted at MAI Mathla'ul Anwar Cintamulya in the academic year of 2019/2020.

CHAPTER II REVIEW OF LITERATURE

A. Frame of Theory

1. Teaching English as a Foreign Language

Language defines a set of system consisting of symbols and words; it can be oral or written communication. Language is sets of habits.¹⁷ Indeed, acquiring a language needs practicing language as daily routine. The use of language helps the learner to be accustomed to practice and speak fluently. The problem of foreign language learner is they only learn a language in the school and do not use the language in the society. As well nobody in the society speak the language so, it is hard to use the language in the society. English in Indonesia is really a foreign language for language learners. In brief, language is set of systems that have to be acquired habitually.

All teaching, whether good or bad, must include some sort of *selection*, some sort of *gradation*, some sort of *presentation*, and some sort of *repetition*.¹⁸ Indeed, in language teaching, selection means that the teacher cannot teach all of the aspect of language, he/she must select or choose which part he/she will teach. Gradation means that the teacher cannot teach the part of selection material all at once, but he/she teaches orderly and step by step. Presentation means that teaching needs communication to convey language. As well the teacher must present the

¹⁷ Jack C. Richards, *Approaches And Methods in Language Teaching* (2nd Ed.), (Cambridge: Cambridge University Press, 2001), p. 55.

¹⁸ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 13.

selection part of teaching to another. Repetition means that teaching language cannot be understood and comprehended in once. Then, it must be some practices to understand one material, so repetition is needed in understand the material. Furthermore, language teaching needs a step by step treatment and need kind of practice.

The aims of a language teaching course are very often defined with reference to the four 'language skills': understanding speech, speaking, reading and writing. These aims, therefore, relate to the kind of activity which the learners are to perform.¹⁹ Besides, all four language skills have the same treatment to understand. That is performance. The learners need some of activities that encourage them to perform the language. It means that the learners are encouraged to be active in the class. For example they must be active in communication to get the aim of speaking. Furthermore, the aim of language teaching can be gained by kind of learners' performance. Allah SWT said in surah Al-Qiyamah (16-18):

لَا تُحَرِّكْ بِهِ لِسَانَكَ لِتَعْجَلَ بِهِ ۚ إِنَّ عَلَيْنَا جَمْعَهُ وَقُرْآنَهُ ۚ فَإِذَا قَرَأَهُ فَاتَّبِعْ قُرْآنَهُ ۚ

Move not your tongue with it, [O Muhammad], to hasten with recitation of the Qur'an. Indeed, upon Us is its collection [in your heart] and [to make possible] its recitation. So when We have recited it [through Gabriel], then follow its recitation.²⁰

¹⁹ H.G.Widdowson, *Teaching Language as Communication*, (New York: Oxford University Press, 1978), p. 1

²⁰ The Noble Qur'an, *Al-Qiyamah: 16-18*, 2016, available on <https://quran.com/>, accessed on Saturday 28th, June 2019.

Verse above told us that repetition defines one way to achieve the best result of learning. The maximal achievement needs a repetition process. It means that to achieve the goal of language learning, students need to be active to perform language.

In conclusion, English as a foreign language for Indonesian learners, as well language is kind of habit, they have to familiarize with English in their daily life. Also they must practice speak English due to the aim of all language skills is performance.

2. Speaking

a. Definition of Speaking

Speaking defines an interactive process of constructing meaning that involves producing and receiving and processing information.²¹ In addition, speaking defines producing sounds or words that the listener must understand its meaning. It means that speaking composes giving information to the listener that ought to be understood. It should be conveyed a meaning because it related to producing and receiving words that become an information.

Speaking interprets a tool of communication so it has to possess information. It interprets an interactive process between a speaker and a listener. Furthermore, the speaker produces sounds, then the listener receives these sounds, and these sounds have their

²¹ Kathleen Bailey, *Practical English Language Teaching Speaking* (New York: McGraw-Hill, 2015), p. 2.

meaning. Thus, speaking relates the speaker and the listener to get the information.

Furthermore, speaking has a variety of meanings: a. to tell, to say, to make known or as by speaking, to declare; to announce. b. To proclaim, to celebrate. c. To use or be able to use (a given language) in speaking.²² In addition, speaking asserts the way we inform anything to the other. It means we have to deliver our feeling and our thinking in using language. Speaking can be used to announce, celebrate or even proclaim something. This way aims to be known by the listener. It considers listener understanding. Then, if the listener knows our meaning, the goal of speaking is done. Besides, speaking without understanding means that it is useless. Therefore, speaking possesses many meanings that involve delivering our feeling and thinking to be known by the listener.

Besides, oral communication (or speaking) forms two ways process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding.²³ Thus, speaking forms a communication tool. On the other word, speaking clarifies an interactive process between the speaker and the listener. The speaker produces speaking to convey the meaning to the listener.

²² Jassim Mohammed Rayhan, *The Impact Using Role Play Techniques In Improving Pupils' Speaking Skill For Primary School*, College Of Basic Education, Vol. 15, 516-530, p. 517, available on <https://www.iasj.net/iasj?func=fulltext&aId=91556>, accessed on Monday 27th, November 2017.

²³ *Ibid.*

Meanwhile, an understanding is principal in speaking. An understanding is prominent because communication aims delivering the information. If it is not well done, the process of communication is failed. Thus, speaking defines a process of oral communication between the speaker and listener to get an understanding.

In brief, we can summarize that speaking defines an interactive process to convey information. It forms an oral communication that involves delivering our feeling and thinking. Moreover, speaking composes process of producing a language. Then, it must be received by the listener. After it, an understanding becomes the main point of the speaking.

As oral communication, speaking defines productive skill of speaking and the other defines receptive of the speaking. Because speaking relates to process information, the end of speaking is our information can be delivered well to the listener. In short, speaking as an oral communication forms an interactive process between the speaker and the listener to deliver the information and meaning to get an understanding.

b. Elements of Speaking

A good speaking is needed as well speaking is a tool of communication. The aim of communication is to convey the message from the speaker to the listener. Therefore, the objective of communication can be reached by concerning the elements of speaking. Harmer stated that speaking production has the elements necessary as follows:

1) Language features

- a) Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened.
- b) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling (especially in face-to-face interaction).
- c) Lexis and grammar: spontaneous speech is marked by the use of a number of common lexis phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.
- d) Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

Based on theory above, we know that speaking as a language used as a tool of communication, it has some features. Indeed, the first feature is connected speech. It means that speaking must be connected to be a fluent speaking, not only produce some phoneme. The second is expressive device. In speaking, people use their intonation, speed, and etc. This feature helps the listener to understand what the speaker means. Sometimes, intonation in speaking affects the meaning. The

third is lexis and grammar. Lexis phrase is used in different function. Agreeing and agreeing have their own phrase in different way. The fourth is negotiation language. In speaking we need the clarification from the listener. It indicates that the meaning or the information conveyed is received by the listener.

2) Mental/ social processing

- a) Language processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences.
- b) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to make turns or allow others to do so.
- c) (On the spot) information process: quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it.²⁴

Based on theory above, we conclude that there are three Mental/ social processing. Furthermore, before the speaker conveys his/her knowledge or information to the listener, the language used must be processed in his/her mind. Then the information can be comprehended effectively by the listener. Then, the information given could be responded by the listener to know the speech have a good listening and understanding. The last, the information given through the response must be processed by the speaker.

²⁴ Jeremy harmer, *The Practice of English Language Teaching* (3rd Ed.) (Cambridge: Longman, 2001), p. 270-271.

c. Types of Speaking

Speaking is an oral production. Learning speaking has its own steps to be mastered. Speaking begin with listening word by words, sentence by sentences and so on. Therefore, there are types of speaking that should be known so it can be known how to be learned.

Basic types of oral production are as follows:

- 1) Imitative: this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language. It's traditionally labelled pronunciation; no inferences are made about the test-taker's ability to understand or convey meaning or participate in an interactive conversation.
- 2) Intensive: this is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).
- 3) Responsive: interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like.
- 4) Interactive (dialogue): interaction includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language or interpersonal exchange.
 - a) Transactional dialogue: exchanging specific information.
 - b) Interpersonal dialogue: maintaining social relationship.
- 5) Extensive (monologue): includes speeches, oral presentation, and story-telling during which the opportunity for oral interaction from listeners is either highly limited or ruled out together.²⁵

Therefore, we conclude that types of oral production are imitative, intensive, responsive, interactive, and extensive. Imitative is oral production that concern to word imitative without understand the meaning. Intensive is a short oral production that has used such a grammar. Responsive is an interaction that the interlocutors can

²⁵ H. Douglas Brown, *Language Assessment, Principles and Classroom Practices*, (California: Longman, 2003), p. 141.

response the speaker in very short conversation. Interactive is an interaction in multiple exchange and participants. The difference between responsive and interactive is the length of oral production. Responsive tends to limited level than intensive in longer oral production even complex. Extensive construes an interaction that the speaker produces longer and complex oral production. Besides, the listener has limited chance in the interaction.

d. Speaking Ability

Part of a language course is therefore generally devoted to this objective.²⁶ Furthermore, the goal of language teaching can be achieved if the goal of speaking English is achieved. The goal of speaking English is the students can speak English fluently. Moreover, the students are not only focused on listening, reading and writing, yet the students should master in speaking.

Speaking ability defines a capability of producing the language. Practice proposes the students to speak English habitually. A habit familiarizes students to be active speaking English. They can express their idea, opinion, or feeling using English in a good way. For example the students have a good pronunciation of words and they have lots of vocabularies so they do not get troubles in speaking.

²⁶ Martin Bygate, *Language Teaching Speaking*, (New York: Oxford University Press, 1987), p. 3.

Moreover they are good in grammar, fluency and comprehension. Therefore, practice will increase students' speaking ability.

Furthermore, speaking assessment forms the measurement of speaking language to know whether the goal of teaching learning speaking is achieved or not. It means that assessment is done to measure the students' ability during learning process. Then, Luoma stated that speaking as a part of curriculum in language teaching, it must be assessed well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language.²⁷

Basically, one type of speaking that can be assessed to know the students' speaking ability is monologue. The monologue can be an oral presentation that can be assessed based on its scale or scoring rubric. In this research, the assessment is used oral English rating sheet that is supported by Brown. The criteria of the rating Sheet Score are as follows:

- 1) Grammar
- 2) Vocabulary
- 3) Comprehension
- 4) Fluency
- 5) Pronunciation²⁸

²⁷ Sari Luoma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), p. 1.

²⁸ H. Douglas Brown, *Language Assessment*.... p. 172-173.

Based on the explanation above, speaking as a part of curriculum in language teaching, it must be assessed well. The scoring categories based on Brown they are grammar, vocabulary, fluency, pronunciation and comprehension.

3. Teaching Speaking

The students face many problems in speaking, such as they are anxiety to speak in front of the class, they feel embarrassed to make a mistake in speaking, they own a restrictive vocabulary, they think a grammar before speaking. However, they face some problems to generate the idea in speaking. Then, the teacher occupies an important role to solve students' problem in speaking. Thornburry stated that the ability to speak fluently followed naturally from the teaching of grammar and vocabulary, with a bit of pronunciation thrown in.²⁹ Thus, the teacher helps students to solve their problem by promoting kinds of class activities. The speaking activities are as follows:

a. Information gaps

It supposes a gap between two speakers in a conversation to convey information. Usually the two speakers exchange the information, so between the first speaker and the second speaker it will be a gap there. Then, it is called information gaps.

²⁹ Scott Thornburry, *How to Teach Speaking* (London: Longman, 2005), p. 1.

b. Survey

Questionnaires and surveys are one of the best ways to promote speaking through conversation and exchanging ideas. It's an useful activity to make the students active in teaching speaking.

c. Discussion

Discussion provokes the students to use the language within the group. It helps the teacher in organizing the classroom. Exchanging ideas and conversation make the students fluent in language using.

d. Role-play

Students are asked to imagine that they are in different situations and act accordingly.³⁰ Furthermore, role-play gives the students change to practice speaking by acting based on the situation given. Meanwhile the students are being different character based on the situation. It can be fun activity to practice speaking, so the students will enjoy learning by playing.

4. Rotating Trio Exchange (RTE)

a. Definition of Rotating Trio Exchange (RTE)

Rotating trio exchange (RTE) defines an in-depth way for participants to discuss issues with some (but usually not all) of their fellow participants.³¹ In addition, it forms a group discussion consist of some participants not all of the participants in the class. However,

³⁰ Jeremy Harmer, *How to Teach English* (London: Longman, 1998), p. 88-89.

³¹ Mel Silberman, *101 Ways To Make Training Active 2nd Ed.*, (San Francisco: Pfeiffer, 2005), p. 92

the class is formed some groups discussion. Moreover, Allah says in the Holy Qur'an surah An-Nahl verse 125 as follow:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ وَجِدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۚ وَهُوَ أَعْلَمُ
بِالْمُهْتَدِينَ ﴿١٢٥﴾

Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided.³²

In addition, the verse above tells us about some learning methods, one of them is discussion. Discussion defines one of the best ways for the students to learn material. The discussion tells about some issues that are given by the teacher, so all the groups tell same material discussion. This technique involves the students to make a group and discuss whatever the teacher orders; it can be some problems that still exist. It will attract them to involve in a discussion. It forms an in-depth way to discuss something, so the participants have big change to share their idea and point of view to the group. Indeed, it is effective for generating information and ideas. Furthermore, rotating trio exchange (RTE) forms an effective way small group discussion to generate information or ideas.

³² The Noble Qur'an, *An-nahl*: 125, 2016, <https://quran.com/>. Accessed on Wednesday 10th, June 2019.

Rotating trio exchange (RTE) forms the activity that carried out in the classroom involves students that are by dividing groups of 3 people and doing rotations. Teacher gives questions and the level of difficulty of the questions are varies in each group.³³ In addition, rotating trio exchange (RTE) forms kind of activity that divide the students to a small group. The group consists of 3 students. Besides, the members of groups will change orderly because the rotation based on teacher's order. The teacher will give the questions to the group. As well the questions can be different level difficulties each group. Therefore, rotating trio exchange (RTE) involves students in a group work of 3 people and rotates it.

The theory above told us that rotating trio exchange (RTE) forms a depth-way discussion that involves the students as the participants. The discussion divides the students to 3 people each group, so will be some groups in the class. Then the group that consists of 3 people will rotate to the next group, so the members of the group are changeable. The students in each group can share their opinion and information to another group rotation. The topic that is discussed can be exist issues. Indeed, the teacher will give the questions as an instruction of the discussion section. The questions vary level of difficulties in each group. Therefore, rotating trio exchange (RTE)

³³ Yellis, "Rotating Trio Exchange" (on-line), available on: <https://yellismasud.blogspot.com/2009/04/rotating-trio-exchange.html> Accessed on Wednesday 10th, April 2019.

forms the activity that involves the students to discuss something in a small group and rotates it.

b. Procedure of Rotating Trio Exchange (RTE)

Rotating Trio exchange Technique is a small group work where the students discuss the topic within the group. This technique promotes active listening and speaking for sharing information with the team. Students will have a conversation to argue and analyse new information by listening and appreciate the other's point of view. The procedures of rotating trio exchange (RTE) technique are as below:

- 1) Compose a variety of questions that help participants begin discussion of the course content.
- 2) Divide participants into trios. Position the trios in the room so that each trio can clearly see other trios to its right and to its left. (The best configuration of trios is a circle or square.)
- 3) Give each trio an opening question (the same question for each trio) to discuss. Select the least threatening question you have devised to begin the trio exchange. Suggest that each person in the trio take a turn answering the question.
- 4) After a suitable period of discussion, ask the trios to assign a 0, 1, or 2 to each of their members. Direct the participants with the number 1 to rotate one trio clockwise and the participants with the number 2 to rotate two trios clockwise. Ask the participants with the number 0 to remain seated. They will be permanent members of a trio site. Have them raise their hands high so that rotating participants can find them. The result of each rotation will be entirely new trios.
- 5) Start each new exchange with a new question. Increase the difficulty or sensitivity of the questions as you proceed.
- 6) You can rotate trios as many times as you have questions to pose and the discussion time to allot. Use the same rotation procedure each time. For example, in a trio exchange of three rotations, each participant will get to meet six other participants in depth.³⁴

³⁴ Mel Silberman, *101 Ways to Make* , p. 92

Theory above told us that there some steps of rotating trio exchange (RTE) technique. The first, the students are composed some questions, then the students are divided into some groups consisting three students each group. Every group is given a question to discuss and the members of the groups are assigned by 0, 1 and 2. The two members of the group will rotate as number 1 rotates one trio clockwise and number 2 rotates two trios clockwise. A new question is given after exchange the group. The last, the rotation is done as many as the teacher has the question.

Another procedure of rotating trio exchange is stated by Isjoni. The procedures are:

- 1) 3 students in one group are given number 0, 1, and 2.
- 2) Number 1 moves clockwise, number 2 is opposite of number 1 and number 0 stay at the place.
- 3) Each group is given questions to discuss together. After that, the group is rotated again and there is a new trio.
- 4) Each new trio is given the new questions to discuss together. It is conducted by giving more sophisticated question.³⁵

The theory above told us that the procedure of rotating trio exchange is the first the group that consist of 4 students are given number 0, 1, and 2. The number 1 moves clockwise, number 2 is opposite of

³⁵ Isjoni, *Cooperative Learning Effectiveness of Group Learning*, (Bandung: Alfabeta, 2010) p. 59.

number 1 and number 0 stay at the place. Every group are given questions to discuss together and each new trio is given a new question to discuss.

a. Procedure of Teaching Speaking Using Rotating Trio Exchange (RTE)

Procedure is the steps how to do something orderly. The teacher should know the procedure of teaching in order to teach speaking in the class. There are three steps to teach speaking. They are pre activity, while activity and post activity. The procedure of teaching speaking by using rotating trio exchange is determined from two procedures. They are from Silberman and Isjoni. Moreover, they will be explained as follows:

- 1) Pre activity
 - a) Greeting
 - b) The teacher explains the material to the students that will be taught.
- 2) While Activity
 - a) The teacher divides the students into 3 people each group
 - b) Each group heads back to his/her group
 - c) The teacher gives number 0, 1, and 2 each group
 - d) The teacher gives the question to discuss based on the material
 - e) The students discuss the given question entire the group
 - f) The teacher exchanges the group by a new question.

g) The exchanging group is by rotation. The teacher rotates the students' number 1 one trio clockwise and students number 2 two trio clockwise.

h) The leaders of each group report their discussion result to the class

1) Post Activity

a) The students are doing their activity

b) The teacher gives the score and evaluates the learning process

Based on the procedure of teaching speaking above, it can be concluded that there are three steps in teaching speaking that should be passed. The first step is pre activity. It is a beginning step to start the class by giving a greeting and brainstorming before entering the material. The next step is the main step, it is a while activity which the technique applied by the teacher. The last step post activity where the teacher evaluate the students how far they understand the material delivered.

b. Advantages of Rotating Trio Exchange (RTE)

Rotating trio exchange (RTE) technique has its advantages to distinguish with other technique. These advantages could be considered to train the students' speaking performance. The use of Rotating Trio Exchange (RTE) has several advantages towards students' speaking ability as follows:

1) Students can cooperate with their friends

- 2) Discussion among them happens optimally
- 3) Students will be more fun by movement
- 4) Students will understand their environment
- 5) Students feel secure by getting information from their own friends.

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From the explanation above, rotating trio exchange (RTE) is one of the best ways enhance speaking skill. Specifically, in a small group, the students learn optimally and cooperate well with their friend. Then the movement makes the class fun and the students do not feel bored in learning process. It really helps the students to be active and enjoy in communication.

c. Disadvantages of Rotating trio Exchange (RTE)

Rotating trio exchange (RTE) technique has its advantages. Besides, it has disadvantages that should be known. Meanwhile, the teacher can solve the problems appeared in teaching learning process. The disadvantages of using rotating trio exchange (RTE) are:

- 1) There will be many groups report their work to the teacher
- 2) Teachers should observe many groups
- 3) The appeared ideas are fewer.³⁷

From the explanation above, we concluded that some disadvantages raise in rotating trio exchange (RTE). Rotating trio exchange (RTE) divides the students into small group discussion.

³⁶ Miftahul Huda, *Cooperative Learning Metode, Teknik, Structure, Dan Model Penerapannya*, (Yogyakarta: Pustaka Pelajar, 2015) P. 170.

³⁷ *Ibid.* 171.

Automatically, there will be many groups in the class. Moreover, each group will report their work-task, so the teacher will receive many reports. However, it wastes much time. Because of the rotation section, there will not appear much opinion. On the other hand, we can apply Rotating Trio exchange (RTE) effectively by giving duration time in reporting their work-task, so every group can report their work-task well.

5. Dialogue Memorization

a. Definition of Dialogue Memorization

Teaching speaking aims to increase students' speaking ability. Every strategy in teaching learning process has its strength and weakness. The teacher applies activities in teaching learning process to help the students in improving their speaking ability. Larsen-Freeman stated, dialogue memorization defines a dialogue or short conversation between two people. The students memorize the dialogue through mimicry; students usually take the role of one person in the dialogue, and the teacher the other.³⁸ In addition, this activity involves the students to practice speaking through dialogue. They switch roles in practicing part of the dialogue. Besides, the basic part of this activity is memorization. The students can perform the dialogue after they memorize the dialogue. Therefore, it can help students in learning speaking.

³⁸ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (2nd Ed.), (New York: Oxford University Press, 2000), p. 47.

Memorizing is the process of establishing information in memory. The term 'memorizing' usually refers to the conscious processes.³⁹ Furthermore, it indicates that the students stick every lines of the dialogue in their minds and establish the information in their minds. They have to remember the information of the dialogue and stick it in memory. Moreover, memorizing is kind of conscious process of remember the text or the dialogue. Then, the students are able to take the information from the text. Therefore, memorizing is realizing in remembering the text and taking the information from the text.

Founded on the elaboration above, we concluded that dialogue which is two people or more communicate and exchange role of part of the dialogue after they memorize the text and remember every part of the dialogue, involves the students to practice speaking. This technique gives the students a chance to express their idea through the dialogue.

b. Procedure of Dialogue Memorization

Memorization is kind of activity related to the capability of brain to keep and save something new. In addition, dialogue memorization is kind of memorization the text or dialogue. The text or the dialogue will be kept in mind as a new knowledge. Then, dialogue memorization has some steps to be passed. The steps of dialogue memorization stated by Larsen-freeman can be described as follow:

³⁹ Duong Thi Hoang Oanh. Nguyen Thu Hien. *Memorization and EFL Students' Strategies at University Level in Vietnam*. *Journal of Teaching English as a Second Language*. Vol 10. No.2. 2006, p. 2, available on <http://www.tesl-ej.org/pdf/ej38/a4.pdf> accessed on Wednesday 4th, April 2019.

- 1) The students are asked to imitate the dialogue by mimicry
- 2) The students are asked to take a role of one person in the dialogue
- 3) The students have to memorize a part of the dialogue
- 4) The last, students can show the dialogue in front of the class ⁴⁰

According to Richard and Rodgers, the procedures of teaching speaking by using dialogue memorization are:

- 1) Students first hear a model dialogue (either read by the teacher or on tape). The dialogue is memorized gradually, line by line.
- 2) The dialogue is adapted to the students' interest or situation. This is acted out by the students.
- 3) Certain key structures from the dialogue are selected and used as the basis from pattern drills of different kinds.
- 4) The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced.
- 5) Follow up activities may take place in the language laboratory, where further dialogue and drill work in carried out. ⁴¹

Rooted in the steps above, the conclusion promotes the dialogue memorization technique lets the students practice the dialogue as well. They memorize the dialogue as the teacher gives the dialogue text to them and they have to develop their pronunciation and fluency on speaking.

⁴⁰ Diane Larsen-Freeman, *Techniques and Principles*..., p. 47.

⁴¹ Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods*..., p. 64-65.

c. Procedure of Teaching Speaking Using Dialogue Memorization

Dialogue memorization is still used by the English teacher to teach speaking. The teacher should be planned the teaching learning process as well the aim of teaching learning process can be reached orderly. The procedure of teaching speaking by using dialogue memorization there are three steps. It is similar to procedure of another teaching process. Here are the procedures of teaching speaking using dialogue memorization.

1) Pre Activity

- a) Greeting
- b) The teacher explains the material to the students that will be taught

1) While Activity

- a) The students are work in pair
- b) The students hear a model dialogue, and then the students take the role as one person in the dialogue, and one as the other.
- c) Switch roles and memorize the other's part. The dialogue is memorized gradually, line by line.
- d) The students practice the dialogue with his/her partner
- e) Then, the students practice the dialogue in front of the class

1) Post Activity

- a) The students are doing their activity activity
- b) The teacher gives the score and evaluates the learning process

The explanation above can be concluded that the procedure of teaching speaking by using dialogue memorization through three steps. The beginning step is greeting the students and linked the previous material and the real context to the present material. The next step is while activity where the students doing memorization of the text or the dialogue. The last step is the students' activities are evaluated.

d. Advantages of Dialogue Memorization

Dialogue memorization still exists used in several schools. Even some schools do not apply this technique due to the appearance of new techniques. Concerning the advantaged of dialogue memorization, the teacher applies this technique in his/her class. According to Jankowsky, the advantages of dialogue memorization are:

- 1) Utilizing the grammar and learned vocabulary in the dialogue memorization
- 2) The students will be acting them in out lively way when students memorize dialogue and present them in front of classroom.
- 3) The students will be used fluency, natural, intonation, and correct pronunciation for a meaningful presentation.

- 4) The students can learn much by watching their classmate perform.⁴²

Based on the explanation above, it can be pointed out that the students learn speaking imitatively. They only learn the material such as pronunciation, grammar and vocabulary that only includes in the dialogue. They learn speaking based on the teacher. However they only imitate the teacher rather than develop their own mind on their task.

e. Disadvantages of Dialogue Memorization

Dialogue memorization not only gives some advantages. It has a disadvantage to be known. The teacher should concern the disadvantage of dialogue memorization to manage the class well. The disadvantage of dialogue memorization; based on Nicholson, the key of memorizing is 'gap one line at a time'. It is not helpful to just blaze huge chunks of dialogues; doing job of memorization a little harder later on.⁴³

Statement above told us that dialogue memorization cannot help students to develop their skill. Indeed, the students only learn the text given by the teacher without trying to develop their creativity in speaking. Furthermore, the teacher should give the students time to

⁴² Kurt R. Jankowsky, *scientific and Humanistic dimensions of Language*, (Washington: John Benjamins Company, 1985), p. 88

⁴³ Joshua A Nicholson, *Acting Lesson; memorization*, (London: Mr Jutz Production, 2003), p.3.

memorize the dialogue. It can help the students to memorize the text well. Then, they can present their dialogue in front of the class. By memorizing, the students learn how to speak well. Moreover, the teacher can provide detailed assessment and give correction. Therefore, students minimize the mistakes in speaking English.

B. Frame of Thinking

Speaking defines an oral communication. Besides, speaking forms a productive skill. It forms an interactive process between the speaker and the listener to deliver the information, idea, feeling, or thinking. Indeed, speaking produces some words consists the information to be delivered and understood by the listener. Speaking tells about producing words and delivering the meaning to the receiver. Therefore, speaking forms interaction between the speaker and the listener in conveying meaning. Speaking can be assessed based on brown's oral proficiency scoring categories. They are grammar, vocabulary, comprehension, fluency, and pronunciation.

Rotating trio exchange (RTE) defines the technique that can be applied in all subjects and level class. It forms a small group work to exchange information within group. However, it promotes an interesting way in learning process because it rotates the members of the group in order to get different environment of the discussion. The discussion tells some issues which exist that are the teacher gives the question in each rotation. Rotating trio exchange (RTE) forms kind of group work that involves depth communication within

the group. Therefore, students' speaking ability is a part of activity within rotating trio exchange (RTE) process.

Consequently, grounded on the statements above, rotating trio exchange (RTE) as kind of small group work that involves students' communication forms one of the alternative ways to observe students' speaking ability. In a discussion, automatically, students involve to convey their ideas. Then, the other members of the group perceive his/ her ideas. They will have speaking activity to share their ideas and perceive it. Therefore, rotating trio exchange (RTE) will be the best activity to practice speaking. It can handle the students' difficulties to enjoy speaking English in a small group. Moreover, rotation as a fun activity in learning process encourages students not to be bored. Hopefully it can solve students' problem and increase their speaking ability.

C. Hypothesis

The hypothesis in this research will be:

H_a : there is significant influence of using rotating trio exchange (RTE) technique toward students' speaking ability at the first semester of the eleventh grade of MAI Mathla'ul Anwar Cintamulya in the academic year of 2019/2020.

H_0 : there is no significant influence of using rotating trio exchange (RTE) towards students' speaking ability at the first semester of the eleventh grade of MAI Mathla'ul Anwar Cintamulya in the academic year of 2019/2020.

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